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ABSTRACT

The origin and development of a tutorial program for community college students experiencing difficulties in reading, mathematics, and writing are described. The program began as a voluntary effort by students and faculty members and has developed into a highly organized program with state support and plentiful materials, supplies, and facilities. Two types of tutors are involved in the program, both working under the guidance of reading laboratory faculty. One type is paid and works in the laboratory at least 15 hours per week. He is in charge of a designated number of tutees and works with them individually and in small groups. The other type is a volunteer who works with one or two individuals under the direction of a reading laboratory instructor. Both types attend weekly meetings and monthly training sessions. The tutors utilize a combination of prepared skill building materials and the students' own class work in working with tutees and provide some counseling service when needed. Formal evaluation data on the effectiveness of the program is not yet available, but informal evidence seems to point to general effectiveness. Tables and references are included. (MS)

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The Use of Tutors
In the Santa Barbara City College Reading Program

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About two years ago, some concerned Santa Barbara City College students began offering tutorial aid to fellow students who were having difficulty in the basic skills of reading, writing and math. The positive effect the volunteer tutors had on their tutees and themselves generated enough interest among faculty and staff to investigate the possibility of enlarging their efforts. The result was the development of a Tutorial Center at the college as one aspect of a more comprehensive Learning Resources Center which is in the planning.

Beginning its services in a leased trailor, the Tutorial Center is now located in the Student Campus Center Building and houses a reading lab, a math lab, and facilities for comfortable tutoring. Last year and this year funds were obtained from the State of California (the Alquist Bill SB164) for paying tutors who worked with the educationally disadvantaged students while NDEA funds were obtained for purchasing equipment. In addition, the Santa Barbara Community College District allocated funds for hiring a Director for the Tutorial Center, renovating rooms for the Center, and matching obtained government funds. The total

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budget for this year is approximately $72,000.

Selection of Tutors

Persons wishing to tutor are required to fill out an application and hold an interview with the Director of the Tutorial Center. After learning the functions of the tutorial program via the Director, the applicant is interviewed by a panel of three people: two instructors and one tutor already involved in the program. It should be noted that this method of selection, as well as most all tutorial policies, was decided upon by the Director and the tutors who have organized themselves into a group called the Associated Tutors of Santa Barbara City College.

The hiring of tutors is not restricted to SBCC students, although priority is given to those applicants. However, students from the near-by Univerity of California are involved in the program as well as housewives with degrees in English. The main attempt is to find tutors who have confidence in their tutoring skill and who are concerned with helping struggling students to succeed.

Types of Tutors In the Reading Program

The Tutorial Center's programs are still expanding and extend be-yond what will be mentioned here. The rest of this paper will discuss only the use of tutors in the reading program.

There are two types of tutors used in the reading program. One type is the paid tutor who works fifteen hours per week and receives $2.25 per hour. In addition, he attends a training session once a week where he receives instructions in methodology and peer-group counseling. He is usually assigned to work with two or three students on an indivi-dual basis and assigned five or six hours a week in the reading lab. The second type of tutor is the volunteer who prefers not to be paid or prefers to work with only one person. The volunteer tutor is assigned to a reading instructor and is required to attend training sessions once

per week. In both cases, tutors can, if they choose, receive two units of independent studies in the area of English or Social Science Field Work.

Tutor Training

All tutors in the reading program are required to meet with the reading instructors once a week plus attend a general meeting for all tutors once a month. The general monthly meeting is conducted by the Director of the Tutorial Center who deals with methods and procedures of tutoring in general. The weekly meetings in the reading division are related to clarifying course objectives, to training in the use of lab materials and equipment, to "rap" sessions regarding individual tutoring problems, and to re-arranging individual tutoring schedules.

In addition to hand-outs which offer tips and aids in accomplishing tutorial tasks, students are provided with a library of resources. Some of these are: For the Volunteer Tutor by Rauch (10); How to Increase Reading Ability by Harris (4); Reading for the Disadvantaged by Horn (6); Phonics In Proper Perspective by Heilman (5); Teacher's Guide for Remedial Reading by Kottmeyer (7); How to Read the Social Sciences by Brown and Adams (3); How to Read the Humanities by Adams (1); How to Read the Sciences by Adams (2); A Concise Handbook by Weaver (11); and other various reading texts and journals contributed by instructors and the library. Tutors are referred to these works on a regular basis during training session.

How the Tutors Function

To understand more clearly how the tutors function in the reading program, a brief description of the reading course using tutors is in order. English 42: Reading and Writing Skills is offered as a four or six unit non-transferable course. If a student elects to take the course for four units, he is required to attend two section meetings per week

and spend a minimum of two hours per week in the reading lab. If a students elects to take the course for six units, he is required to attend two section meetings per week and spend a minimum of four hours per week in the lab. After the administration of the Nelson-Denny (8) and the Diagnostic Pre-test from Tactics In Reading II (9), each student is interviewed by the instructor and an individual program is established for him to follow in the reading lab. The student then has a profile of his needs and a set of performance objectives to complete.

As students are interviewed it is determined whether or not they need or want a tutor. In many cases, tutors are assigned immediately to work with a student on his set of objectives. In some cases, students do not feel the need for a tutor and elect to work on their own. However, tutors are scheduled to spend part of their fifteen hours in the lab so that it is staffed from 8AM to 4PM. In addition, instructors schedule their office hours and part of their regular assignment in the lab. Since students are asked to attend the lab on a scheduled basis, it is possible to staff the lab so that there are more tutors and instructors available at the busiest hours.

In the lab, tutors function in the following capacities:

1. They clarify objectives and show the tutees how to use the various lab materials and equipment.
2. They give the students encouragement and confidence.
3. They encourage attendance and follow up on student absences by calling him at home or sending notes home.
4. They go over the student's corrected papers and lab work to make certain he understands all mistakes indicated.
5. They keep the section instructor informed of the student's progress.
6. They listen to the student's complaints or problems.
7. They encourage the student to keep his file folder up to date.

Occasionally, the tutors are requested to come to the section meet-

ings when new objectives are introduced so that they will know what is expected of the student. They also come to section meetings when students are doing writing practices so that they, along with the instructors, can circulate around the room checking students' work and offering aid where needed.

Results and Predictions

Because the tutorial program exploded into being, there were no precise controls established to measure the effectiveness of the use of tutors in the reading program. However, one instructor in the English 42 program did keep the following records.

The persistence and performance history of the instructor's students is shown below as Table 1

Table 1

Persistence and Performance of 75 Enrolled English 42 Students

75	100.00%	Original roster
10	13.22%	Withdrew or were re-assigned during first 5 weeks
24	31.00%	Withdrew during the rest of the semester.
*41	*63.07%	Completed with C or better (No D or F grades are awarded. Ws are given to students who do not pass the course.)

*(of 65 persisting beyond 5 weeks)

Of the 65 students enrolled beyond the fifth week, 24 (36.94%) received regular tutorial assistance from the center. The comparison of persistence among tutored and non-tutored students is given in Table 2.

Table 2

Persistence: Tutored vs Non-tutored Students

Group	N	Withdrawals	
Non-tutored	41	24	58.53%
Tutored	24	0	0%
Total	65	24	36.94%

It is obvious that the persistence rate between the two groups is dramatic. (Past records reveal that about 65% of the students who enroll in English 42 are likely to complete the course.) Over 70% of the non-persisting students withdrew entirely from college, not just English 42.

Table 3

Pre-Test, Post-Test and Gains
for Tutored vs Non-Tutored Students

Group	Pre-test	Post-test	S.D.	Gain
Tutored	7.64	9.9	2.4	2.30
Non-tutored	9.39	12.22	2.5	2.78

Table 4

Cumulative GPA: Tutored vs Non-tutored

Group	mean GPA (cumulative)
Tutored	2.25
Non-tutored Persisting	2.03
Non-tutored Withdrawals	1.69
(All non-tutored)	(1.85)

While these results were not obtained on a planned experimental basia, they do seem to reflect that the particular value of tutoring assistance is in the area of persistence. Students who otherwise may not have finished the course seem to have received enough individual help and encouragement to successfully complete the course.

The Director of Research at the college is presently doing controlled studies on the use of tutors in the reading program. Further information will be forth coming. One thing is clear: the difference in persistence among students who are shown that others care and can help them is sufficient evidence to suggest the continuation of the tutorial concept in the reading program.

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